

DEVELOPMENT WATCH

*Civil Society's
National Indicative Program
Monitoring
and
Advocacy*

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17-28 SEPTEMBER

GLOBAL
TO

WEEK

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Dear Reader

Greeting to you the Reader! It is my pleasure to present to you the *Development Watch Volume 3, Issue 6 Edition* by NANGO. This issue brings forth interesting articles varying from social, economic and political dimensions. This edition predominantly features articles on natural resource governance, child development, gender mainstreaming and integration, democracy and good governance amongst other critical development issues.

It is worth noting that this issue is coinciding with preparations for the Global Week to Action (17 - 28 September). The Global Week to Action aims to drive collective action, mobilizing communities, civil society and key stakeholders from all sectors to drive change and accelerate progress on the Sustainable Development Goals. This is a week of action, awareness, and accountability for the SDGs. It is therefore my plea to Civil society around Zimbabwe to join in solidarity, demonstrating our hope beyond the COVID19 pandemic. The Global Week of Action seek to turn around action for a healthy, just and green recovery, keeping the promise of the SDGs in this decisive decade counting down to 2030. In this regard, NANGO will take the global week of action as an opportunity to reflect on the outcomes and recommendations from the 2021 High-Level Political Forum process. This is key in implementing the principles to Leave No One Behind and putting the Furthest Behind First as part of the Global Week of Action.

The COVID19 pandemic has widened inequalities and vast impacts on the wider social, economic and environmental fabric of the world. Many people are facing unprecedented challenges across the world, and vulnerable groups such as disability, women, youths and older persons are disproportionately affected. Inequalities in the face of the pandemic have exacerbated a glaring lack of access to health care and social protection. Persons with disabilities, for example, are suffering in multiple ways due to the pandemic. In view of this, civil society plays a key role in advocating and implementing much needed change to tackle the structural drivers of poverty and inequalities. Civil society continue to play a critical role of lobbying government to implement the 2030 Agenda and ensure No One Is Left Behind. The results have been very limited so far. Through the Global Week of Action on SDGs, I am urging CSOs, CBOs and communities across the country to come together and amplify voices towards effective and accountable action to 'Leave No One Behind'.

The Sustainable Development Goals cannot be achieved without commitment, resources and enormous and sustained efforts by governments which, together with civil society organisations and international institutions, must listen to and act on the calls to action by those marginalised by virtue of their different abilities. This is key in confronting the entrenched prejudice, stigma and social exclusions at the same time taking actions to implement the rights of persons with disabilities, including the right to health, to social protection and to freedom from violence in all its forms. The pathway to change is to listen to the voices of persons with disabilities, ensure their rights are promoted and protected and that they are included in all policy arenas.

Overcoming exclusion and barriers requires countries, both government and non-state actors to respond to the unique needs and unrealised rights of disenfranchised groups. Better opportunities for participation by vulnerable and marginalized groups in the SDGs programmes and processes at all levels is essential for change together with overcoming discriminatory attitudes and doing away with the barriers to access to education, social protection, essential health services, employment, protection before the law and ensuring participation in social and development activities, political decision making and community life. In this spirit the voice of the public must be heard during the Global Week of Action.

As NANGO, our coordination mandate is not only to represent the interests of the civil society but also to catalyze the sector and communities to speak and give a voice on critical development issues ranging from social, economic, political and environmental. This extends to the need for NANGO to create a conducive, safe and inclusive CSOs operating environment. In this regard, I continue to assure our commitment in enhancing an enabling operating environment for civil society and civic engagement amid the growing threats and difficult contexts. CSOs continue to be at the receiving end of threats, intimidating utterances and directives which seek to shrink CSOs operations in Zimbabwe. It is our desire to strengthen the voice of CSOs in this restrictive environment.

My wish is that this issue opens up for all of you the promise of building the Zimbabwe We Want at the same time serving the best interests of the communities in their diversity
#BuildingBackBetter

#StaySafe #MaskUpZimbabwe #CovidIsReal

Reflecting on the Zambia Elections: Was it free, fair and credible? Is there any lesson for Zimbabwe?



For the third time in the Zambia's election history, power changed hands through the ballot box, not just democratically but peacefully. A preliminary report by the Carter Center Electoral mission to Zambia dated 23 August commends voters, polling officials, civil society and national observation organizations, and party agents for their democratic commitment during election day and throughout the post-election period. The role played by the Zambian CSOs is applauded and is a true reflection and benchmark of how CSOs have a mandate to ensure smooth democratic and civic participation. The just ended Zambian election pose a lot of lessons and implications which may be beneficial to the Zimbabwean Civil Society, considering the fact that the 2023 elections are fast approaching. This article seeks to articulate the roles played by the Zambian CSOs in the Zambian election discourse, with special emphasis on legal frameworks, the campaigning environment, public health guidelines, access to and freedom in the convectional media, the role of social media in the electoral processes and the respect of women's and participatory rights.

Sound legal frameworks provide reasonable basis for conducting democratic elections. The African Union Election Observer Mission to the 2021 Zambian elections notes that, the elections were conducted under a legal framework made up of the 2016 Constitution (as amended 2019), the Electoral Processes Act of 2016 (as amended 2021), the Electoral Commission Act of 2016 (as amended

2021), the Societies Act (Chapter 119), the 1991 Local Government Election Act, and the 1955 Public Order Act. Other important regulations which governed the elections include the Standard Operating Procedures (SOPs) against Covid-19. The Mission notes that, after the 2016 general elections, several reforms were made, including amendments to the Electoral Process Act, which extended the right to vote to prisoners, and amendments to the Electoral Commission Act, which entrenched the security of tenure of electoral commissioners". The new legal framework that allowed voting rights for prisoners is welcome and is a learning curve for the Zimbabwean CSOs. Inmates in correctional facilities are rights holders therefore civic liberties such as voting should be extended to persons institutionalized in correctional facilities.

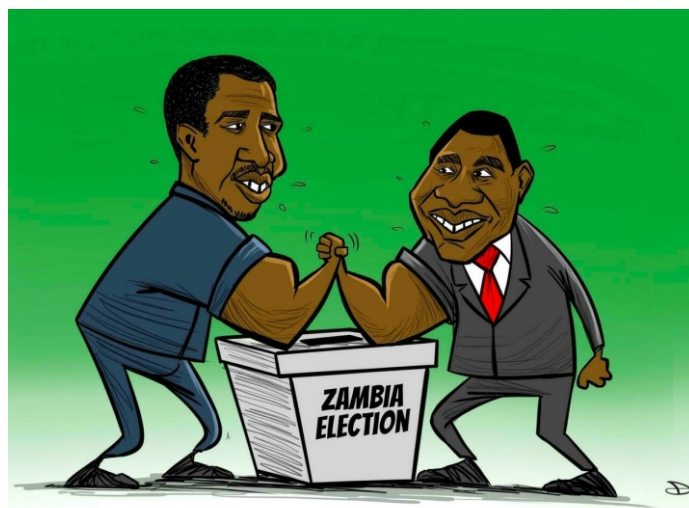
Women's Academy for Leadership and Political Excellence (WALPE) expressed concern over the low number of women contesting as candidates in the elections yet they are the majority of registered voters and the population of Zambia. Women representation in decision making platforms is relatively low in Zimbabwe and this further exacerbates the exclusion of such a key group. Although there have been deliberate efforts to ensure effective participation and representation of women such as the quota system in Zimbabwe, a lot has to be done in ensuring gender equality and inclusion at such fora. Women's organizations in the Zimbabwean civil society have a lot do in mobilizing for this agenda with special emphasis on women in rural and hard to reach areas. Particular attention should be channeled to constitutional literacy, civic and participatory rights sensitization, facilitating access to national identity and registry documents, capacity building on women leaders, advocacy for gender inclusive and sensitive electoral processes and raising voices against any form of violence nor coercion of women on socio - political grounds. There is need to create a level playing political field.

The just ended 2021 Zambian elections which were held in the midst of the globally ravaging COVID 19 pandemic illustrates how political will plays a pivotal role in ensuring democracy. Unlike in Zimbabwe where the state through its Ministry of Health and Child Care and the Zimbabwe Electoral Commission who suspended by – elections in 2020 citing the need to adhere to COVID 19 preventive measures, the Electoral Commission of Zambia developed the COVID 19 standards with heavy compliance monitoring. Such measures were clear indications of the need to grant the people of Zambia their democratic rights. The SADC in its preliminary Zambian elections statement notes that, “We are further elated that they heed the call by the World Health Organisation (WHO) not to suspend democratic processes such as elections but ensure that such processes are conducted in adherence to protocols and regulations that prevent the further spread of the virus”. Comparatively Zimbabwe is one of the leading countries in Africa in terms of the COVID 19 vaccination program. Zambia lags way behind Zimbabwe. This therefore implies that, the vaccination drive by Zimbabwe makes it safer to hold elections now than before and that, it is also legally accepted by the W.H.O to hold the by-elections which the state suspended. Zimbabwe Electoral Commission should take a leaf from Zambia's approach and allow people to exercise their constitutional rights. The Zimbabwean Civil Society has to draw lessons from Zambia on how it conducted such processes in the wake of the pandemic and aim to influencing public health policies and frameworks which may foster effective participation in national flagship processes such as elections.

The Zambian civil society in its efforts to ensure access to information were applauded for checking and verifying news and information shared via social media pertaining the elections processes and outcomes. Additionally, the media players and practitioners were dismissing fake news on social media – a counter attack on intentions of spreading fake news and misleading the electorate. The Zimbabwean Civil Society has been at loggerhead with the state over media reforms and limited access to information and at times disinformation

by either the state or regime enablers. While efforts in advocating for media reforms are highly applauded, the civil society should also leverage on the fact that most of the citizens especially the youths have access to information and technology devices hence rethinking some of the modus operandi when it comes to civic mobilization and information sharing. Social media proved to be very effective as evidenced by the recent Zambian elections.

In efforts to curb violence, Zambia's two major political parties signed three peace accords denouncing political violence and pledging violence free campaigning. Political violence has been a trademark pre and post-election discourse in Africa and world over. The violence has led to the unnecessary loss of life. Civil Society has a lot of work in fostering political tolerance in Zimbabwe. As we approach 2023, investments in Peace Building and Conflict Prevention, Management, Resolution and Transformation is of paramount importance. The Church under the Church and Civil Society Forum under the leadership of NANGO have key roles to play in the peace building discourse of Zimbabwe pre, during and post the elections. It is against this backdrops from the just ended 2021 Zambian elections that the Zimbabwean Civil Society has to draw lessons on their mandated roles and purpose of existence in ensuring smooth democratic processes especially promotion of free, fair, peaceful and credible elections.





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Not just education But Quality Education

According to section 27 of the Constitution of Zimbabwe, it is the state's duty to implement practical measures that promote free and compulsory basic education for children. This alone alludes that education is a right for all children and is supported by the ratification of the country to the United Nations Convention on the Rights of the Child (UNCRC) which states in article 28 that “States Parties must recognize the right of the child to education with a view to achieving this right progressively and on the basis of equal opportunity, free and compulsory basic education for children.” SDG4 aims to achieve inclusive and quality education for all and reaffirms the belief that education is one of the most powerful and proven vehicles which can drive the sustainable development agenda.



Inclusion; The norm

We must credit the Zimbabwean government for its timeless efforts in ensuring that this right is availed and enjoyed by children in Zimbabwe. However, we must not turn a blind eye to the fact that children have missed a significant amount of time and in turn are behind in the various scheduled syllabi. Questions like “are the children ready for the examinations” surface as it is obvious that some were not even doing online lessons or accessing radio lessons. This is a worry for many parents especially given that they pay school fees and do not want their efforts going to waste by poor student performance.

Because the right to education is for all, no one is to be left behind. Several reports have exposed deepened inequalities in the wake of COVID-19 pandemic, chief amongst key drivers being the Open Distance Learning (ODL) introduced as the means of education during the lockdown period. This has left children in remote hard to reach areas such as those of Doma village - an ethnolinguistic group living in the north of Zimbabwe - left out because of zero access to the ODL mediums such as radio and e-Learning. It is within this context that we call for strategic partnership between the government of Zimbabwe and telecommunications companies to ensure increased internet connectivity and broadband to hard-to-reach areas in a bid to leave no child behind.

The thrust to ensure inclusive mainstream schools across the nation must be applauded. As a nation, we can testify to the valuable action that government through the Education Amendment Act of 2019 has done to enable children with different abilities to be in the mainstream schools as opposed to the special schools for learners with disabilities. With the advent of COVID-19 pandemic, it is evident that learners with disabilities have been disproportionately impacted. This therefore means that there must be deliberate effort and mechanisms set in place to further assist these children so that they are not left behind. Some of these mechanisms could include remedial class, expert sign language teachers, teachers that can effectively transcribe braille as well as ramps for quicker student mobility in and around the school campus.



There is definitely need to either play catch up and put in place systems that allow children to repeat - particularly exam classes that are subsidised - to relieve of parents the financial strain of paying school fees. It is necessary to avail subsidised repeats for children to allow the continuation and progress of their education because if children end up not going to school, the negative reparations become greater and unfortunately can even affect the economy of the country looking into the future. Discontinued education leads to increased issues of child marriages, drug abuse, child prostitution, illegal artisanal mining and even child labour which may militate into a social cost for the country's overwhelmed purse.

One million neural connections every second

Education plays a significant role in the developmental milestones and mental health of children. According to UNICEF, "Children's brains are built, moment by moment, as they interact with their environments. In the first few years of life, more than one million neural connections are formed each second – a pace never repeated again." The quality of a child's early experiences makes a critical difference as their brains develop, providing either strong or weak foundations for learning, health and behaviour throughout life." As supported by Article 29 of the UNCRC; state parties agree that the education of the child shall be directed to: The development of the child's personality, talents and mental and physical abilities to their fullest potential. With that said, Zimbabwe must also realise the criticality of providing quality education as it guarantees a holistic, effective, and productive being from their tender age through to adulthood when they can in turn make significant impact in the development of the country as a whole. Thus, children education must be placed at the centre of the COVID19 recovery efforts as part of



building back better thrusts.

Children have been emotionally and mentally affected by this pandemic from the trauma of losing loved ones particularly parents and guardians to even the child themselves having fallen ill due to covid-19. This trauma plays a significant role in the mental state of a student in regard to ability to concentrate in class and focus on their education. It is therefore, suggested that the government with the aid of child and mental health focused CSO's creates an enabling environment that allows children to receive counselling and psychological assistance at school to assist them through their triggers, the entire grieving process, instil resilience and in turn enable them to get

back into an education focused frame of mind. Like the late legend Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world". Therefore, education is the first step for people to gain the knowledge, critical thinking, empowerment and skills they need to make this world a better place.



Wednesday, 08 September 2021

INTERNATIONAL LITERACY DAY

Literacy for a Human-Centred Recovery: Narrowing the Digital Divide



"Education is the most powerful weapon for changing the world."
- Nelson Mandela



Advancing Gender Integration and Mainstreaming in Natural Resources Governance in Zimbabwe. Progress So Far?

Land ownership, access and control has been found as one of the factors that hinder women from proper participation and influence in its management. Although women play a fundamental role in productive activities—agricultural work in particular— there are still marked gaps in access to the control and management of natural resources, as well as in the associated forums for participation. Land is the key input for agricultural production in the country; for historical and current reasons, however, the gender distribution of land has always been very unequal and remains so today. At the same time, the right to agricultural land is guaranteed in Section 72 of the Constitution of Zimbabwe of 2013. However, this right has neither been fully realised nor enjoyed by most women.

There is a huge disparity in decision-making about natural resources, with fewer women in decision-making positions in both the public and private spheres: land ownership and water rights, positions of legal representation and oversight over forests, fisheries, protected areas and other resources. This undermines their autonomy and further marginalises them.

The need to address gender-sensitive concerns is pronounced in Community-Based Natural Resource Management (CBNRM) initiative like Community Areas Management Programme For Indigenous Resources Programme (CAMPFIRE). For instance, one of the principles of the CAMPFIRE program is stated as: “to support equal opportunities for all members of the community regardless of race, gender or political affiliations and work to train and empower women as effective participants in the economic development of the community”. CAMPFIRE on communal areas adjacent to national parks was one of the key initiatives adopted to generate benefits, promote conservation, and empower local communities in Zimbabwe. The CAMPFIRE approach was instrumental in instilling pride and

conservation on communally owned lands in Zimbabwe, while at the same time creating opportunities for local employment and community infrastructural development. To date, there has been little research on community-based natural resource utilisation and conservation that takes into consideration the assessment of gender mainstreaming in CAMPFIRE programs.

All these gaps also imply gender-differentiated impacts related to environmental degradation and climate change. For example, the pollution of water sources by extractive activities, the reduction of agricultural productivity or the appearance of new disease vectors as a consequence of climate change, have a greater impact on the care activities that women mainly perform. With the Global Week of Action (17 to 28 September) this year, one of the key focus areas is Climate and Environmental which seeks to influence climate friendly and inclusive policies, projects and or initiatives. Women play a pivotal role towards safeguarding the environment.

Empowerment of women in the management of natural resources has been tightly linked to sustainable development. According to the UNESCO World Water Assessment Programme, “if women had the same access as men to productive resources – including land and water, they could increase yields on their farms by 20 to 30%, raising total agricultural output in these countries by 2.5 to 4%. This could reduce the number of hungry people in the world by around 12 to 17%” (WWAP, 2019).



The 2030 Agenda emphasizes the need for gender mainstreaming and integration, with nine Sustainable Development Goals (SDGs) and a total of 29 indicators that can be broken down by sex; many of them, however, are not yet measurable (United Nations, 2015). Significantly, none of these gender-sensitive indicators are related to the environment or natural resources. Progress must therefore be made in analysing the interdependence between natural resources (environmental dimension), gender issues (social dimension) and productive activities (economic dimension) to encourage the design of more comprehensive policies within the framework of the 2030 Agenda.

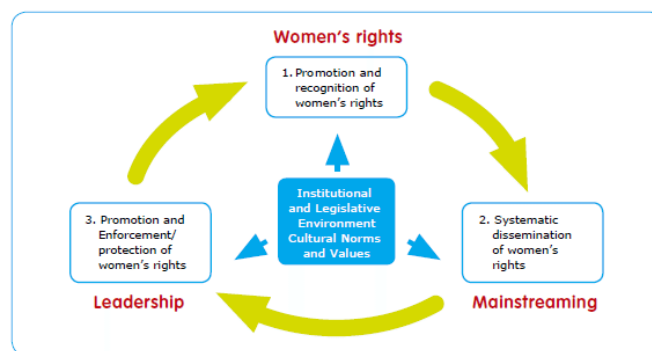
Therefore, in order to comply with the NDSI and 2030 Agenda, Zimbabwe must address the structural challenges that perpetuate gender gaps and ensure the full exercise of women's human rights to ensure them a life of dignity. Achieving this demands an understanding of the relationship between gender dynamics and natural resources, of the particular vulnerability of women to climate change and their economic dependence on natural resources, and of the sexual division of labour, where natural resources are fundamental for the provision of food and care and in which activities women play a leading role, because of cultural and patriarchal structures. At the same time, gender inequalities are also present in the governance of natural resources. Because of this, a clear gender focus at a comprehensive, multisectoral level must be incorporated into access to natural resources and the environment and the management thereof.

In terms of the policies, the NDSI is premised on promoting inclusive economic growth that is a deliberate attempt to reduce income inequalities. The primary principle of the Sustainable Development Goals is the "Leave No One Behind" thus there is need for concerted efforts to reduce all forms of inequalities and achieve equity at all levels. However, this use rarely translates into women being allowed to influence the distribution of natural resources or being given a decision-making role when the management of

resources is discussed and peace is negotiated. Shifting gender norms in conflict-affected settings can be utilized to increase women's participation in decision-making, and to enable them to engage in economic recovery more productively. Ignoring the role of women in resource management can perpetuate inequalities and grievances linked to natural resource rights, access and control, which have proven to be powerful catalysts for violence.

In terms of trying to assist in combating climate change, there is the sustainable development goal number 13 which talks about efforts to combat climate change. However, here is still more work to be done regarding inclusion of women in mainstream politics and also equal rights to state resources and democratic spaces in Zimbabwe.

Addressing issues of inequality related to resource access and ownership, participation in decision-making and benefit-sharing early on in the peace building process is therefore a critical condition for lasting peace and development. Thus, there is need for implementation of the following recommendations: Promote gender mainstreaming in the policies and operations of natural resource management institutions and ensure that women's and men's concerns and experiences are fully integrated. Promote the recognition of gender-differentiated roles, skills and practices in the conservation and sustainable use of natural resources, keeping in mind that these roles vary from place to place and change over time. Increase investment in social protection and better targeting of the schemes. The policies must be inclusive and cover all segments of the society.





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Child begging a surge crippling our communities



Begging, as a social phenomenon, is public, visible and undisguised. Article 32 (1) of the United Nations Conventions on the Rights of the Child (UNCRC) states that: “States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.”

This right seems to be non-existent in the Zimbabwean context as many children are being deprived of its benefits. According to the African Charter, a child is any human being below the age of 18. The UNCRC, African Charter and the Children's Act are the guiding laws for children's rights in Zimbabwe. There are socio-economic causes of child begging such as natural disasters, poverty, armed conflicts and disability.

Why beg in the streets

The major cause of child begging in Zimbabwe is poverty. The nation is faced with an economic meltdown. The impacts are not limited to only adults but they are extending to infringe children's rights. In cities, towns and growth points, children are usually seen in the middle of the roads asking for money to buy food or pay school fees.

Children of persons with disabilities are the most receptive to this begging lifestyle. In many parts of the country, persons with disabilities survive on handouts that they receive from well-wishers in the streets, buses or market places. These people spend most of their daytime in the streets walking with their kids as guides whilst asking for help. In addition,

some child beggars are street kids. They become street kids either due to abandonment by their parents at birth, loss of parental support caused by death, the nature of the parent's job such as sex works, and abuse (gender-based violence). As such, these children are left to fend for themselves and to look for strategies that will ensure their survival regardless of the nature of the strategy; it could be theft or begging or sex work. It is equally worrisome that the children are indulging into drug and substance abuse, which is now resulting in serious untold consequences.

Child begging has a negative result on a child's life as it takes away their right to education as many of these kids are school dropouts of which education should be compulsory for every child. Article (11) of the African Charter states that “every child has the right to an education, to develop his or her personality, talents and mental and physical abilities to their fullest potential”. Education also includes the preservation and strengthening of positive African morals, traditional values and cultures.

Governments are required to take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community. Lack of education may mean that children will spend the rest of their lives in the streets which is a bad indicator of development.

Child begging exposes children to child labour. In Harare particularly, children are being used to clean saloons, shops and even toilets in the CBD. Some kids wash cars in the middle of roads. Some Saloons are conniving with these vulnerable children and use them to steal wigs from women in the city centre which is a criminal activity amounting to theft and harassment. These criminal activities that associates children are prohibited in the domestic, regional and international law, yet commonly practiced in Zimbabwe. The Constitution of Zimbabwe Amendment (No. 20) Act 2013 explicitly outlaws child labour and the economic exploitation of children, but the enforcement of these laws remains weak.

Section 81 (1) (e) states that “every child, that is to say every boy and girl under the age of 18 years, has the right to be protected from economic and sexual exploitation, from child labour and from maltreatment, neglect or any form of abuse.” However, the realization of these protective measures for children remains a mirage since these maltreatments remain rampant and a cause of concern.

Most of the child beggar's especially street kids have become vulnerable to drug abuse. They use glue especially during winter to keep themselves warm. The drugs have a huge impact on their mental health and well-being which makes it hard for these kids to have a normal childhood. Further, drug abuse amongst young children has far reaching implications to the future societies, which will be full of drug addicts, a crippled society in making.

To add on, child begging exposes kids to sexual abuse and child marriages. Poverty is the major drive to sexual abuse. Young girls and boys are being sexually exploited for money and survival. Young boys are being molested and they have no one to really look out for them and the perpetrators are going away with.

What has been done to curb the causes and effects of child begging?

According to the Bureau of International Labour Affairs In 2019, Zimbabwe made a moderate advancement in efforts to eliminate the worst forms of child labour. The government approved an updated Trafficking in Persons National Plan of Action for 2019–2021, and with support from UNICEF, published new data on the prevalence of child labour in Zimbabwe.

Government-funded unconditional cash transfer program to assist labour-constrained and food-insecure households to avert risk-coping strategies, such as child labour. In 2018, the government allocated \$11 million to the HSCT program (Harmonized Social Cash Transfer). The program was set to expire mid-2019, but continued to provide services throughout the entire year.

UNICEF Child Protection Fund (CPF) program, supported

by DFID, that focuses on equity and access to quality education for children and provides child protection services provides cash assistance for families to keep children in school. In 2019, CPF conducted and published the results of a Multiple Indicator Cluster Survey on child protection.

The ministry says it has set up multi-sectoral task forces to monitor the situation of children living and working on the streets. In May 2016, the task force in Harare facilitated in the arrest of 20 mothers who were using their children to beg on the streets.

What can be done to end child begging?

- The government should implement section 75 of the Constitution which provides as follows, every citizen and permanent resident of Zimbabwe has a right to a basic State-funded education, including adult basic education and further education, which the State, through reasonable legislative and other measures, must make progressively available and accessible. The government should put into action this right by having free education for every Zimbabwean citizen in primary level that is the less privileged can also have a chance to education.
- Non-governmental organisations and the private sector should complement the government on implementing Article 15 of the African Charter which states that children should be protected from all forms of economic exploitation and from performing any work that is likely to be hazardous or to interfere with their physical, mental, spiritual, moral, or social development. This can be achieved by formulating programs that facilitates the eviction of children from streets and put them under social welfare especially those with handicapped parents.
- The government should rehabilitate kids that have fallen prey to drugs.
- Law enforcement agencies should be capacitated to enforce child labour laws.
- The country needs to invest in children by ringfencing Public Finance for Children to ensure progressive realisation and enjoyment of Child Rights in Zimbabwe.

Marvel Act Youth Organization of Zimbabwe MAYO celebrates “International Literacy Day!”

Since 1967, International Literacy Day has been celebrated annually around the world to highlight the importance of literacy for individuals, communities, and societies in order to intensify the call for more effective literacy education and combat existing issues of illiteracy among the youth and adults

Today is one of the most significant days for us and for all our global community as we celebrate the importance of reading and writing in our lives, our society, and our world. That's why we are inviting everyone to celebrate International Literacy.

Literacy makes an impact on everyone as it develops our sense of understanding of various life situations. It provides us the opportunity to keep track of current events engage in effective communication, and understand certain issues affecting our communities.

The COVID-19 pandemic has undeniably caused baggage toward the progress and quality of literacy to learners.

We also join the call for a more humane, inclusive, and proper-funded education amidst the pandemic so that there will be no students left behind. Together, **Let's empower individuals through literacy!** quality learning environment for everyone. This celebration is a reminder of the essential balance of literacy through digital and traditional means which is significant to continue the learning process.

Literacy is a vital part of one's identity as it drives us to growth and personal development. With the constant relationship between the educators and learners, it provides enlightenment on what aspect to be enhanced to allow a continuous and a quality learning environment for everyone.

This celebration is a reminder of the essential balance of literacy through digital and traditional means which is

significant to continuing the learning process. This can also serve as a platform in highlighting that quality education is a right and must be accessible for all especially to the underprivileged the most marginalized, those who live in rural areas like Mutoko, Mudzi, Binga, Gokwe you name it.

ABOUT MAYO

Marvel Act Youth Organization (MAYO Zimbabwe Trust) is a youth organization based in Mutoko. Its main thrust is to promote youth participation in leadership, governance, and reproductive healthy lifestyles empower young women and foster youth development and empowerment in Mutoko and other surrounding districts in Mash East and Mash central provinces. It is registered as a non-profit non-governmental charitable organization under the Notarial Deed of Donations and Trust (Reg no. MA 422/2007) and registered in 2005 under Zimbabwe Youth Council Act Chapter 25:19 as amended by Act no 16 of 1997 (Reg no CB 008/1005), It is also Registered with the National Arts Council of Zimbabwe as an Arts organization by the National Arts Council Act 1985.

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Emergence of a Conflict between Chinese miners and Mutoko rural communities

Chinese miners attempting to get community nod to mine black granite in Mashonaland East Province are facing brutal resistance from villagers because of their tainted history of human rights abuse.



In July this year, Mutoko villagers fumed against Chinese mining company called Shanghai Haoying Mining Investments; intending to swallow 178 hectares of land to pave way for black granite mining. Chinese nationals in various businesses have terrible records of abusing workers and paying paltry salaries. Villagers in Manhema ward of Mutoko have lamented poor remuneration, physical abuse, environmental damage and child labour perpetuated by a Chinese owned company extracting black granite. Such practices have prompted prospective communities to resist entrance into their ancestral land.

“As long as I am alive, I will never allow Chinese miners to put their feet on my land, their behaviour is so terrible” fumed a villager who refused to be named for fear of victimization. A lady who identified herself as Anna also added that the communities have never benefited from granite mining hence it serves no purpose to continue paving way for miners. “These are just thieves aiming to loot our mineral wealth and leave us in a more damaged

society” she added.

Abel Mavura, Founder Director of Marvel Act Youth Organization (MAYO) Zimbabwe, said that “it is a cause for concern that people from Mutoko haven't been benefiting anything tangible from the extraction of this precious resource. What is known by the Mutoko community about black granite are truck loads with huge black granite blocks leaving Mutoko and the resource ending up in overseas markets.”



“There is no political will to resolve this issue by the responsible authorities. There is always a conflict of interest where you find some influential people and political elites being part of those companies mining the granite. The black granite mining problem is being exacerbated by the greedy and selfish leadership” he said.

According to the Independent newspaper, another group of Chinese miners wanted to scoop 300 hectares of land in Uzumba-Maramba-Pfungwe for granite mining but faced the same resistance. The trending community resistance against Chinese miners is being replicated from one community to the other because their history of human rights abuses and disregard of social values is a writing on the wall.



Africa Centre for HIV/AIDS Management

The Africa Centre for HIV/AIDS Management offers one of the **most comprehensive** HIV management training programmes in the world, **empowering people (organisations and communities)** to take control of the **pandemic** and **reach out** to those affected by HIV/AIDS.



Postgraduate Diploma in HIV/AIDS Management (PGDip in HIV/AIDS Management)

Programme description

The PGDip (HIV/AIDS Management) is a one year programme and is offered in English. It is presented through blended learning which includes the compulsory attendance of a one-week summer school in Stellenbosch, interactive satellite broadcasts during the year, and online teaching. The diploma consists of six compulsory modules (20 credits each) and makes use of continuous assessment by means of individual assignments. Students must pass all six modules to obtain the necessary 120 credits.

Programme content

Modules

- HIV/AIDS Policy
- Management in the Era of HIV/AIDS
- Prevention and Care for People Living with HIV/AIDS
- Research monitoring and evaluation of HIV/AIDS programme
- Socio-cultural aspects of HIV/AIDS
- The Epidemiology and Problem of HIV/AIDS

Outcomes of the programme

After completion of the diploma the student will be able to demonstrate the knowledge, competencies and managerial skills to competently deal with the challenges and opportunities in managing HIV/AIDS in all its facets in the world of work.

Admission requirements

- Any bachelor's degree or National Higher Diploma or equivalent
- Appropriate managerial experience
- Computer skills (MS Word, internet and e-mail)

Selection

A limited number of students are accepted on the basis of academic performance. Meeting the admission requirements does not guarantee selection.

Application procedure and closing date

Apply by **31 October** of the year before your prospective studies. Application forms are available from the Centre's website at www.aidscentre.sun.ac.za



The HIV pandemic has a devastating effect in many countries for many decades. South Africa, and the rest of Africa, have had the highest incidence across the world to date, and therefore have been most affected by HIV.

The Centre enrolled its first cohort of students for the Postgraduate Diploma in HIV/AIDS Management (PGDip in HIV/AIDS Management) in 2001, marking the very first programme of its kind in the world.

Following on the success of the PGDip (HIV/AIDS Management), a Master's programme (MPhil in HIV/AIDS Management) was launched. The Centre was then established as an independent academic unit within Stellenbosch University in 2003. More than 500 graduates from 45 countries have successfully completed the MPhil (HIV/AIDS Management). The Centre also hosts a Doctorate programme (PhD in HIV/AIDS Management).

Apart from its postgraduate programmes, the Centre partners with local, national and inter-national institutions to undertake research on a range of issues on HIV/AIDS and the world of work and engages in community outreach programmes.

Enquiries

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Master's Programme in HIV/AIDS Management (MPhil in HIV/AIDS Management)

Programme description

The MPhil (HIV/AIDS Management) is a one or two year programme and is offered in English. It is presented through blended learning which includes the compulsory attendance of a one-week summer school in Stellenbosch, interactive satellite broadcasts during the year, and online teaching. The degree consists of four compulsory course work modules (25 credits each) and a research assignment (80 credits). It makes use of continuous assessment by means of individual assignments for the course work. The research assignment is assessed by internal examiners. Students must pass all four modules and the research assignment to obtain the necessary 180 credits.

Programme content

- Research Methods
- Social Responsibility, Ethics and HIV/AIDS
- Strategic Human Resources Management
- The Epidemiology and Problem of HIV/AIDS
- Research Assignment: HIV/AIDS Management

Outcomes of the programme

The degree builds on and refines the knowledge, competencies, and managerial skills obtained during the PGDip (HIV/AIDS Management) to competently deal with the challenges and opportunities in managing HIV/AIDS in all its facets in the world of work. Students will further be able to demonstrate the ability to apply sound research practices.

Admission requirements

- PGDip (HIV/AIDS Management) with an average of at least 65%
- Appropriate managerial experience
- Computer skills (MS Word, internet and e-mail)

Selection

A limited number of students are accepted on the basis of academic performance. Meeting the admission requirements does not guarantee selection.

Application procedure and closing date

Apply by **30 November** of the year before your prospective studies. Application forms are available from the Centre's website at www.aidscentre.sun.ac.za

Doctorate Programme in HIV/AIDS Management (PhD in HIV/AIDS Management)

Programme description

The PhD (HIV/AIDS Management) is a full research degree and is offered in English. A candidate must be registered formally for at least two academic years before the degree may be awarded. Course work is required as part of the doctoral study programme, but is not credit-bearing and is therefore not taken into account during the examining of the dissertation and the determining of the final result. The research report contained in the doctoral dissertation is the only document that is examined with a view to the awarding of the doctoral degree. The examination process is handled entirely by the Office of the Vice-Dean (Research) of the Faculty of Economic and Management Sciences.

Programme content

Full research degree

Outcomes of the programme

A successful candidate must conduct advanced, original research of a high quality in the area of HIV/AIDS management, which must be approved by the University. The work submitted must:

- be of a high standard,
- deal with a central theme, and
- demonstrate that the candidate has, in the Senate's view, substantially contributed to enriching the knowledge in the field of HIV/AIDS management (have made an original subject contribution).

Admission requirements

- A master's degree (or equivalent) from a reputable university approved by Senate for this purpose with an average of at least 65%. Preference may be given to candidates with the MPhil (HIV/AIDS Management) from the Centre.
- A minimum of five years' managerial experience at the time of the application
- Computer skills (MS Word, internet and e-mail)

Selection

A limited number of students are accepted on the basis of academic performance. Meeting the admission requirements does not guarantee selection.

Application procedure and closing date

A prospective PhD student will submit an application form and a preliminary research proposal to the director of the Centre for initial screening. Successful applicants will be requested to present a final research proposal to the Centre Admissions Committee for review. This committee will make a recommendation to the Faculty Board who will make a recommendation to Senate for final approval. Thereafter successful candidates may formally register for the programme. Application forms are available from the Centre's website. Registration is possible throughout the academic year.

For more information, also consult the section on the doctorate in Part I (General Policies and Rules) of the University Calendar and the Faculty of Economic and Management Sciences' PhD guidelines under "Prospective students" available at www.sun.ac.za/ems.





National Association
Of Non-Governmental
Organisation

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